

3 FAH-2-H-120 MANAGERIAL FUNCTIONS AND SUPERVISORY TECHNIQUES

3 FAH-2 H-121 SUPERVISION IN GENERAL

3 FAH-2 H-121.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. Supervisors accomplish work through the efforts of employees under their direction.
- b. Effective supervisors must have both technical skills and people skills.
- c. Supervision abroad often is more complex because of differences in culture and language.

3 FAH-2 H-121.2 The Supervisor's Job

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

You, as a supervisor, do your work by directing the work of others. This part of your job is primarily a managerial one. To be successful, you need to master not only the work you are directing but also a much more complex factor-skill in dealing with people since your ability to produce depends on getting others to do their share of the work. Difficult, yes, but few jobs are more interesting or fulfilling than those that involve supervising others.

3 FAH-2 H-121.3 An Art To Be Learned

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. Supervising is an art, one that can be learned and mastered. Above all, it requires awareness-of the role you play, of the effect you have on others, and of the effect they, in turn, have on you. You must know the unique qualities of each individual working for you and understand his or her interests, ambitions, need for recognition, strengths, and weaknesses.

b. There is no easy checklist of qualifications for the ideal supervisor, no standard list of "do's and don'ts" no simple answers to recurring problems. Successful supervisors inspire their FSN employees to understand, accept, and identify with the supervisors' established goals.

3 FAH-2 H-121.4 Understanding Cultural Differences

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Americans like to believe that people are basically alike the world over. You soon find, after an experience abroad, that this is a half-truth that may lead you astray. Although we all share certain emotions, what we love, hate, and fear is learned, from cradle to grave, within our own society. Though it is true, as some say, that "people are pretty much alike when you get to know them," you can never really know the FSN's with whom you work until you first know something of their language, their culture, their attitudes, and their beliefs.

b. Understanding our American history and culture will give you new insights into how different historical backgrounds produce people with different moral standards, attitudes, and goals. It also may help you understand how Americans are perceived by others. We have learned from experience that what is considered good or bad may be quite different from one society to another; to deal with the differences we first must have an intelligent understanding of the culture itself.

c. Thus, supervision abroad, although the same in principle, is more complex than supervision in the U.S. For instance, you may be supervising Americans who have their own problems adjusting in a new environment or new, locally recruited personnel whose job experience and attitudes differ from your own. Even more likely, you may be working with FSN employees who have given long and faithful service to the post and are quite competent in their work.

3 FAH-2 H-121.5 FSN's Provide Support and Continuity

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Foreign Service National employees provide the main support and the only continuity in operations at most of our overseas posts. They assist Americans in the political, economic, consular, and administrative programs, acquaint newly arrived personnel with work procedures, and provide background information important to the job. They usually have spent a lifetime in the country, and, in varying degrees, know the country and the

psychology of its people. They can help the supervisor who knows how to use their experience and know-how. On the other hand, any assumption of superiority or suggestion of condescension on the part of an American supervisor is quickly spotted and understandably resented.

b. Before you call employees of the host country by their first names, ask about local customs. Titles may be important. Using first names may imply relationships you had not intended. Easy familiarity is not always considered complimentary.

c. The frequent change of American personnel at every post means that FSN's constantly have to adjust to new supervisors with different personalities, methods, and expectations of what locally recruited employees can accomplish. They will measure your interest in them by your attitude toward their career development and training, by the way you assign responsibility, and by the recognition you give their accomplishments.

When you first assume your supervisory duties, you will need to provide varying degrees of orientation and training to both new and old employees. These employees may have been accustomed to other supervisors with different work patterns, and they will need to know just what you expect from them. They will not know how to work effectively with you unless you tell them. If English is a second language, never confuse initial lack of understanding of instructions with lack of intelligence. You usually will find the FSN's are quick to learn, if you take the time to train and instruct properly.

3 FAH-2 H-121.6 The Key--Know Your People

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

The secret lies in knowing your people very well. Why did they select this work? What do they expect from it? What do they see for themselves in the future? What are their strengths and weaknesses? What can you do to improve their capacity?

If you take the time to understand your staff, you may find after a while that you can rearrange duties to take advantage of their strengths and minimize their weaknesses. This alone will result in a happier working group and may increase production. Your genuine interest in each staff member will encourage individuals to discuss their ideas for improvements or problems that hinder them in their work. Before reassigning work, discuss with the Personnel Officer the impact your proposed actions may have on grades. Some adjustment may be necessary to preserve status and salaries.

3 FAH-2 H-121.7 Inspire Confidence Through Integrity

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

To inspire confidence you must treat your employees with utmost fairness, honesty, and impartiality. They will be sensitive to any inconsistency or favoritism. Their confidence in your integrity is basic to a productive relationship.

3 FAH-2 H-121.8 Assume Leadership

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Finally, as leader of the group, you are responsible for the quantity and the quality of the work it performs. In any large organization, each supervisor at every level accepts goals set by others. You must see where your group fits into the whole organization, what limits your freedom of action, and who can guide you in carrying out your supervisory duties. For example, you can recommend dismissal, but you cannot, on your own, fire anyone. You can request additional personnel, but management will decide, and some higher supervisor may select the employees to work with you. Despite these limitations, you still must be the leader of your group. If you do not assume this role, either they will look to someone else for guidance and leadership, or they will flounder.

3 FAH-2 H-121.9 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

A good supervisor:

- Is technically qualified
- Establishes goals and can plan and organize well.
- Is industrious and interested in the work.
- Continually seeks to improve work methods.
- Communicates effectively with employees and management.
- Trains employees thoroughly and is genuinely interested in their development.

- Assigns responsibilities and delegates authority when appropriate.
- Establishes realistic performance standards.
- Treats employees with objective fairness.
- Is a good listener.
- Is self-disciplined.

3 FAH-2 H-122 PLANNING

3 FAH-2 H-122.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. Objectives: Define your long-range, intermediate, and short-range goals.
- b. Policies: Establish principles that all actions must follow.
- c. Plans: Develop detailed plans of action to achieve goals.
- d. Procedures: Outline steps to follow to accomplish tasks.

3 FAH-2 H-122.2 Define Objectives and Establish Goals

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

A. Focus on current assignment

If you are an American supervisor, you will take with you from post to post a general idea of your role and your goals. However, you should discard any useless baggage from previous experiences and understand precisely what you and your subordinates are charged with in support of overall mission goals at your current post. Maybe you can broaden the role that others have defined for your office by drawing on your other experiences, but needless transfer of goals will impede your success. Be sure you understand the difference before going in either direction.

B. Use your time properly

First organize your own time and know where it goes. How much do you spend on routine work, on regular duties, on special assignments, and on

creative work? To get the most out of your working day, develop weekly and daily priority lists of things to do. Group all items in one of three categories: (1) things that you must do; (2) things that you should do; and (3) things that you would like to do. Review your priorities every 2-3 hours, cross off those done; make additions or changes, as needed. At the end of the day, honestly evaluate your progress and decide where you need to concentrate. Save time by delegating, controlling the phone and other interruptions, and avoiding idle chitchat. Spend time where it counts.

C. Plan soundly

Sound planning requires considerable analysis and thought. Do not expect to establish goals and workable plans for meeting them without effort. Think problems through, analyze all elements, and be realistic. When planning, base your assumptions on facts and sound judgment, not wishful thinking. For example, do not establish goals that require additional staff unless you can reasonably expect that you will get that additional staff.

D. Set goals

When planning, the first step is establishing goals. Both goals and your plans for achieving them should be long range, intermediate, and short range. It helps to put them in writing. Both you and your employees need the sense of direction that goals provide; otherwise, both quality and quantity of the work will suffer.

3 FAH-2 H-122.3 Determine Structure and Staffing

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Subject to staffing levels set by the Department and physical limitations, mid- or high-level supervisors decide the number and types of employees required, how the work will be assigned, and how workspace can be arranged to create efficient and pleasant offices. Do not overlook such items as workflow, lighting, air circulation, location of windows, and needed privacy.

3 FAH-2 H-122.4 Devise Policies

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Policies expand on goals and provide a framework for developing your plan of action. Well-thought-out policies direct overall work efforts and control performance. For example, you might require all incoming correspondence to be answered within 2 working days. Such a policy would reinforce your goal to respond quickly to incoming correspondence; it would set a specific short-range goal for your employees; and it would establish a standard against which performance could be measured.

3 FAH-2 H-122.5 Develop Plans

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Plans, like goals, should have long-range, intermediate, and short-range time frames. Decide what will be done, when it will be done, how it will be done, and who will do it. You must have a good technical knowledge of the work to be done or your plans will be faulty. You need to know what each task involves and how long it will take. Know your people and their capabilities. Do not set unrealistic deadlines. Leave yourself a margin for error.

b. Otherwise, you will find yourself in trouble if an employee becomes ill, if the electricity is turned off and typewriters won't work, or if any other unforeseen problems arise. Your plans should ensure orderly progress, while being flexible enough to allow minor changes without distorting the whole plan. Base your plans on the employees you have, not on the employees you might want. For example, if your typists can type only 35 error-free words per minute, allow for typing at that speed and not at some higher speed. Unrealistic expectations can lead to disaster.

3 FAH-2 H-122.6 Establish Procedures

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Most, but not all, tasks require written procedures. They serve both as training tool and quality control. Procedures that implement policy should be written carefully and introduced as you plan. Review all procedures with your employees to ensure that they understand and that all their questions are answered fully.

3 FAH-2 H-122.7 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

To be a good planner you must:

—Know the job you supervise, including its technical aspects.

—Organize and use your time effectively.

—Know your employees' capabilities in order to develop workable plans.

3 FAH-2 H-123 DECISION-MAKING

3 FAH-2 H-123.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. Look for areas where you can make improvements.
- b. Gather and then analyze all the facts.
- c. Develop and evaluate objectively all the possible solutions.
- d. Pick the solution that offers the best balance of gains, costs, and risks; develop plans of action, and implement them.

3 FAH-2 H-123.2 Study the Situation

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Identify the problem. Whether you are dealing with a problem or only trying to improve work methods, analyze the situation carefully before considering any solution. To identify the cause of weaknesses, look beyond the obvious to the heart of the problem. Readily apparent elements often are only symptoms, not basic causes. Attacking symptoms rather than primary causes may improve performance temporarily, but the problem will remain. Before long, the same or other symptoms will surface.

b. Know the facts. Try to identify all the facts that surround a situation. Studying statistical reports may help. Avoid assumptions. In most cases, only one critical element has to be corrected. By isolating this strategic element, you usually can manage to break through superficial symptoms and come to grips with the real problem.

c. Investigate causes. Discover why the problem developed. Ask questions such as: What is different between now and before the problem arose? Have procedures changed recently? Do employees need more training? Did I explain my instructions and procedures clearly to the employees? You need to find out what caused a problem, not only to solve it but also to prevent the same or a similar problem from developing in the future.

d. Determine objectives. Before solving a problem, decide exactly what you hope to accomplish. Only by spelling out your objective will you be able to know if additional facts are pertinent or when a decision needs to be reviewed or changed.

3 FAH-2 H-123.3 Develop and Analyze Possible Solutions

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/ Agriculture)

a. Develop solutions. When solving a problem, do not hesitate to draw on the experience of others. Often, FSN employees will suggest solutions that not only represent the best technical action but also will be enthusiastically supported because it was their suggestion. To ensure staff support, American supervisors need to understand the cultural history of their employees well enough to know whether they expect to be consulted during the decision-making process or if they will accept and implement management's decisions without having had a chance to comment. Do not limit yourself to a single right solution. Always consider a full range of options.

b. Evaluate options. Consider carefully the advantages and disadvantages of each solution. Record the pros and cons in parallel columns on a worksheet. This helps you make an objective analysis and choose the best course of action.

3 FAH-2 H-123.4 Decide Action To Be Taken

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Now you are ready to make your decision. You know your alternatives. You know what efforts each one requires, what gains each one may produce, and what costs and risks each one may entail. You do not automatically have the right answer. You rarely find the perfect solution and almost never one that is totally free of risk. Now you must exercise judgment and select one course of action over another. After you have made the decision, develop a detailed plan to implement it. Often employees affected by the changes will not greet them enthusiastically, so think out your actions before implementing them. Sometimes circumstances demand urgent decisions, and no decision may be more damaging than one based on incomplete information.

3 FAH-2 H-123.5 Implement the Decision

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Once you have made your decision, developed your plan of action, and obtained necessary clearances, implement your plan without delay. It may not be perfect; it may involve some risks, but nothing is gained by procrastination. Be sure that the employees who are involved understand totally what to do, how to do it, and why it is being done. This is the time for meetings and discussions with your staff. You should follow up to see that problems do not develop and give employees your full support.

3 FAH-2 H-123.6 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Your performance as a decision-maker will improve if you follow these four steps:

- a. Identify the problem. What are its critical factors? Why and when should it be solved?
- b. Define expectations. What do you want to gain by solving it?
- c. Develop several alternative solutions. Which plan offers the best chance of meeting your goals?
- d. Act on decisions. If you take a rational approach, you can make commitments and take risks inherent in any decision with a greater chance of success.

3 FAH-2 H-124 DIRECTING

3 FAH-2 H-124.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. The way authority is used may spell the difference between resentment and acceptance.
- b. All leadership is people-oriented and involves the capacity to inspire and direct responses.
- c. Human behavior is motivated by the urge to satisfy needs. Higher level needs do not become motivators until lower or basic needs are met.
- d. Delegation involves assigning responsibility, granting authority, and creating accountability.

3 FAH-2 H-124.2 Management Styles

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Recognize that employees will have developed, through their previous experience, a perception of what a supervisor should be, especially in our overseas missions where rotating tours expose employees to several supervisors in a short time. Before employees will give their full support, they will expect a supervisor to have certain characteristics and to behave in a fashion consistent with their image. Before you can establish your authority, you will need to win your subordinates' approval. No magic formula accomplishes this; your employees will begin to judge you from the first day that you assume your supervisory duties.

b. No single management style will be right in every situation, nor is a single style best for all supervisors. Instead, develop a style that suits you and your employees. The key element is people who are different in the way they think, the way they feel, and the way they act. No two will ever react identically. The better you know your employees, the better equipped you will be to deal with them effectively. Do not overlook cultural differences in choosing your supervisory approach. People are conditioned by their environment, and their reactions also will vary markedly from one culture to another.

c. In exercising your authority, provide all the information about work objectives, training, and special instructions. Tell each employee exactly what is required. Treat all employees fairly.

d. Avoid favoritism, and exercise consistent discipline. Take an active interest in your employees. Listen to their problems; give praise when it is due; and tolerate mistakes. Handle mistakes in such a way that employees will look to you for help and will not resent your authority. Most mistakes are caused by ignorance or lack of skill and can be handled with further training. If mistakes are the result of negligence, you have no choice but to tell the employees that you are dissatisfied with their performance. Do so tactfully and in private. See Section 15 for suggestions on how to counsel about poor performance.

e. You can never close the gap between yourself and your employees. A supervisor always remains responsible for decisions or actions and must be willing to take the blame for mistakes, while sharing the credit for success.

3 FAH-2 H-124.3 Leadership

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Leadership is the knack of getting people to follow you and to do willingly the things you want them to do. It involves effective relationships with others, usually based on respect, and is always aimed at achieving goals. Simply stated, a leader has followers. While you sometimes hear a person called a born leader, most are good because they have worked and thought hard to become leaders.

b. Leadership includes the capacities to inspire and direct human action and to build teamwork. Before a supervisor can truly lead, employees must be convinced that their supervisor understands them and will guide them toward their own best interests and fulfillment.

c. Most successful leaders have the following characteristics: intelligence, sound judgment, motivation, job competence, initiative and self-reliance, personal dignity, integrity, respect for others, genuine interest in people, sensitivity and insight, imagination, self-confidence, energy and enthusiasm, ability to communicate, willingness to take risks, patience, and a sense of humor.

3 FAH-2 H-124.4 Motivation

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Human motivation, sometimes called incentive or drive, is the most important factor that you have going for you as a supervisor. You need to understand and appreciate what it is and how it works in order to be able to use its potent force to achieve your goals.

The needs that working satisfies usually are divided into three broad groups in an ascending order. Only when needs at the first level are met will needs at higher levels become incentives.

A. Physical and security needs

(1) What they are. These are the basic biological needs, such as hunger, thirst, shelter, etc., as well as the need to have a secure way to maintain an enjoyable level of satisfaction.

(2) Significance. Wages and fringe benefits must be in line with those in the area in order to satisfy employee's physical needs. While this is the direct responsibility of the Personnel Office, you should be aware of its impact, be alert to changing trends, and pass information on to the Personnel Office. More directly, you need to design your jobs so that they not only will attract employees but also will offer advancement and higher wages, thus motivating increased effort. Fringe benefits such as retirement systems, health insurance, and good working conditions all encourage long tenure and loyalty. Although money is an important motivator of job performance, there must be more to a job than a paycheck to induce a high level of commitment.

B. Social needs

(1) What they are. As social animals, people crave friendship and become unhappy when they are left alone for too long. For many people, the job satisfies a large part of their social needs.

(2) Significance. Employees need and will seek affinity with their fellow employees. There is a close correlation between a happy group and productivity, although they do not necessarily go hand-in-hand. Strive to create a climate where employees will feel accepted by and part of the group. Teamwork helps to build morale. Try to create this sense of belonging not only for your technical and professional staff but also for your support and service staff, without whom your operations soon would falter.

C. Personal needs

(1) What they are. Personal needs are primarily psychological needs such as status, recognition, and self-fulfillment.

(2) Significance. Individuals need to strive toward their full potential. To satisfy this need, you should establish an organizational structure that will provide career advancement and that will allow employees to exercise the full range of their talents and abilities. The most capable employees need a certain amount of freedom and flexibility if they are to develop to their full potential. This does not mean that you have no control, but rather that you become more supportive and less authoritarian.

D. Work groups and informal organizations

People form groups for many reasons, but basically they always search for satisfactions not otherwise provided, such as companionship and protection. Individual groups take on a life of their own; they have their own leaders, their customary ways of doing and looking at things, and a minutely defined hierarchy. How you treat these groups will determine whether they will work for or against you. Study them carefully; identify their leaders. These people obviously have leadership skills; they have the group's respect and the necessary drive to work hard and achieve their potential. Train them; develop their leadership potential fully and channel it into meaningful directions.

E. Create a climate for job satisfaction.

(1) Importance of work. People spend about one-third of their waking hours at work. It is not surprising that they should expect work to satisfy many needs. Employees need to see how their work fits into the world. Work that seems pointless is bound to be frustrating. Jobs with high prestige will be valued for their rewards. A supervisor must create a cohesive, productive unit from these disparate elements.

(2) Skill, progress, and completion. Everyone enjoys the sense of creativity that comes from doing something well. To have a sense of achievement, an employee must have a way to measure progress. People like feedback. Supervisors need to set up short-range and intermediate goals, and employees need to know when they reach them.

(3) Productivity. Most people genuinely desire to be busy and productive. Time passes more quickly when you are absorbed in your work. Normally, working is a pleasant, not a painful, experience. Loafing on the job usually shows dissatisfaction with the job, the supervision, or the organization. Supervisors of sections where the work is repetitive or routine need to be alert to the poor sense of accomplishment these tasks give employees and the apathy and boredom that often develops. Try to enlarge these jobs, not just by assigning more of the same work but by breaking the work into more meaningful units. Sometimes job rotation accomplishes this. Try to build in a sense of achievement by setting goals and telling employees of their progress. Even knowing that by May of this year, your unit produced (or eliminated) more widgets than by May of last year can provide satisfaction.

(4) Knowledge. People like to know not only what is happening but why. The need to know is so strong that, if the truth is not available, people will fashion substitutes. The well-known "rumor mill" can take over. Keep your employees informed about policy decisions and any proposed action that may affect them, even indirectly. A rumor can be just as damaging as an unpleasant truth.

F. How to secure employees' cooperation.

- a. Be the boss. Know the job.
- b. Make the tough decisions.
- c. Be mature. Solve the hard problems without losing your cool.
- d. Be proud of your team. Recognize the good performance and achievements of individuals and the group. Always defend your employees from outside criticism.
- e. Encourage employees to participate in decision-making.
- f. Trust your employees.
- g. Identify objectives. Set fair challenges that develop enthusiasm and pride in accomplishments.
- h. Be frank and honest with your employees; treat them fairly.
- i. Eliminate irritants.

3 FAH-2 H-124.5 Delegation

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Delegation is the art and the discipline of giving others jobs that you can do as well as, if not better than, they can. Really a form of job enlargement, delegating work gives your employees a sense of control. It restructures a job so that harder work is rewarded by greater satisfaction. Prepare your employees to accept additional responsibility by training them and by establishing rules and goals.

b. Effective delegation begins with a positive attitude about people and their reaction to work. To delegate successfully you must:

(1) Assign responsibility. Give employees new or additional tasks.

(2) Grant authority. Give employees the right to make certain decisions and to issue valid instructions for others to follow.

(3) Create accountability. Be sure that the employees understand that they are accountable to you.

c. Delegation isn't easy, especially handing over a job that you know you can do well, perhaps one that you even enjoy. A change in attitude often is required. A delegator must demonstrate these attributes.

(1) Be receptive to other people's ideas; and learn not only to welcome them but also to compliment employees on their ingenuity.

(2) Understand that making mistakes can be part of employees' development and training.

(3) Develop patience; criticize in a constructive way that does not discourage employees from trying again. (4) Exercise self-restraint and be content to exercise broad, general controls over results.

d. To make delegation work:

(1) Analyze your employees' skills and provide training and counseling before assigning additional duties.

(2) Define all jobs clearly so that your employees understand the responsibilities attached to their positions. Be sure to tell employees the precise limits of their responsibility and authority. State all policies explicitly.

(3) Delegate fairly. Do not overload key employees while keeping others with potential in routine jobs.

(4) Set specific goals in order to establish controls and criteria against which the employee's progress can be measured. You must have a way to know when you need to step in. Even though you delegate the authority to perform a task, you cannot rid yourself of responsibility for getting it done.

(5) Involve subordinates in planning.

(6) Keep communications open.

e. Delegation contributes to growth and development, uses skills and abilities, and frees the manager to manage.

3 FAH-2 H-124.6 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

One of the most time-consuming and important parts of the supervisor's job is directing employees. Success or failure depends largely on how skillfully the supervisor can work with people. Effective supervisors need to develop relationships that show employees that they are accepted and valued as individuals. The best supervisors are leaders who get employees interested in and committed to achieving the organization's goals. They have learned how to delegate, thus using employees' skills while further contributing to their growth and job satisfaction.

3 FAH-2 H-125 CONTROLLING

3 FAH-2 H-125.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a Control ensures that results conform to plans.

b. Supervisors must have a way to know what is done and when to step in to take corrective action.

3 FAH-2 H-125.2 Establish Standards

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Supervisors must establish policies, define goals, and develop detailed plans to achieve their objectives. Establishing performance standards is an essential part of planning. These standards should include such considerations as the length of time it should take to complete tasks; the allowable margin for error, if any; and measurable quality controls. Do not limit standards to production only, but include personnel considerations such as office discipline and punctuality. Standards provide supervisors with a device against which to measure performance and effectiveness. Employees need to understand these standards and participate in their development as much as possible. Each employee should have a copy of the performance standards.

3 FAH-2 H-125.3 Establish Systems for Reporting

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

All jobs need production or progress records. The Department has established record keeping and reporting requirements and formats for some types of work; e.g. consular functions. If such reports are not required, be sure that enough information is kept for evaluations.

3 FAH-2 H-125.4 Evaluate Results

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

The whole aim of control is to help achieve results. Consequently, review reports periodically, observe work to identify weaknesses, and take action to correct them.

3 FAH-2 H-125.5 Take Action

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. An effective control system must be kept current and deficiencies corrected without undue delay. Give employees frequent feedback so that they know how they are doing. When things are going well, praise and encourage employees in their efforts. When you notice deficiencies, discuss them with the employee concerned. Concentrate on finding the cause of the problem and correcting it. Give additional guidance and training as needed.

b. Focus your control system on factors that affect results. Do not let it become burdened with irrelevant data that serves no useful purpose and cuts into productive time.

3 FAH-2 H-125.6 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Controlling involves four elements: setting standards, reporting, evaluating information, and taking corrective action.

3 FAH-2 H-126 COMMUNICATIONS

3 FAH-2 H-126.1 Key Concepts

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

- a. If you can't communicate, you can't manage.
- b. Always be alert to problems stemming from language and cultural differences.
- c. Good two-way communication is the foundation of high morale.
- d. People won't listen to you if you won't listen to them.

3 FAH-2 H-126.2 Importance

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a Communication is successful when mutual understanding takes place. Good two-way communication is the foundation of high morale, an indispensable talent in a leader, and an essential tool in developing an achievement-oriented, highly motivated work force.

b. Supervisors of FSN employees face an additional communication challenge because of language and cultural differences at our overseas missions. Shades of meaning often are lost in translation, and less than complete understanding can result. This can be as true for an American supervisor speaking in the language of the host country as for a bilingual employee receiving instructions in English. Gestures, facial expressions, and tone of voice are a very real part of communication. Therefore, you need to know local protocol so that you do not offend inadvertently and fail to convey your intended message.

3 FAH-2 H-126.3 Listening

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Listening is perhaps both the most important and the most neglected communication skill. Everyone likes to talk; few people like to listen. Listening goes far beyond hearing, which is a purely physical act. It is a conscious mental act. Listen for both the content (the words) and the feeling (the emotional context). These do not always coincide, so you must listen closely.

b. To listen effectively you should prepare yourself to listen. Assume the other person has something interesting and important to say. Keep an open mind. Don't let a word or a phrase upset you emotionally. Listen for ideas, not just facts. Listen to the speaker from his or her point of view and try to understand his or her reasoning. If you take notes, don't let them become a distraction. Review and weigh what you hear.

c. Pay attention to nonverbal cues and body language. Establish eye contact and maintain it unless, because of local customs, the employee would find this offensive. Indicate by posture and facial expression that the speaker's efforts matter to you.

d. Don't interrupt. Let the speaker have his or her full say. Don't formulate your response when you should be listening. Judge content, not delivery. Summarize your understanding of the conversation. Withhold judgment until the speaker has finished.

3 FAH-2 H-126.4 Verbal Skills

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Speaking takes on many forms from one-on-one discussions, to problem-solving in task forces, to formal presentations to large groups. Speaking is more than just talking. It includes the ability to organize your thoughts, to express yourself clearly, and to convince and to persuade others. The ability to communicate effectively is one of the supervisor's most valuable talents.

b. To improve your verbal skills, organize your thoughts and your presentation. Don't overestimate your audience's language capabilities. Speak slowly and distinctly and avoid words that may not be familiar. Ask questions to be sure they understand you. Observe local protocol.

c. Let people know what to listen for. Occasionally summarize and guide conversations to their most useful objectives. Be aware of group dynamics. Construct conversations so that all participants get a chance to express themselves.

3 FAH-2 H-126.5 Interviewing Techniques

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Supervisors must conduct interviews when screening job applicants, when resolving employee grievances and disputes, and when an employee leaves the service. Skillful interviewing is an art, and, like all arts, requires training and experience.

b. Develop a technique that is comfortable for you and that fits your personality, but avoid using the same technique with all people in all situations. When interviewing, always be ready to listen to the other person's point of view and consider it before taking action.

c. Conduct the interview in a quiet room without interruptions. Encourage the employee to talk. This is your primary objective--not to talk yourself. A friendly facial expression and an attentive attitude are important. Use phrases such as "I understand," "could you tell me more," etc. Try to sum up the feelings being expressed, taking care not to read things into what is said. Your summary should indicate neither approval nor disapproval, just that you are listening.

d. Try to direct the conversation into areas that the employee appears to be avoiding or into areas that you believe need further discussion. Avoid long warm-up discussions, premature judgments, direct or manipulative questions, and arguments. Also try to avoid giving advice. However, where appropriate, you can help the employee work through his or her own problems.

3 FAH-2 H-126.6 Written Communication

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Writing is a critical skill, one that is used frequently. Because of language difficulties, written communications to FSN employees need to be clear and easy to understand. The employees should have no doubt as to your meaning. Discuss ideas one at a time in simple, direct language.

b. To improve your writing skills, think of your audience. Who are they? What do they need to know? How much do they need to know? What is the range of their comprehension in English? What is your purpose? Write accordingly, using easily understood language. Avoid technical language or expressions that your audience may not know. If you want someone's attention, be short and concise. Stop when you have made your point.

3 FAH-2 H-126.7 The Non-English Speaker

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

If you supervise non-English-speaking employees and you are not reasonably fluent in their language, use another staff member to interpret for you. Do not risk having your instructions misunderstood or having one or your employees uninformed about policies or goals. When you plan to present work instructions or any information of a technical nature, review it first with the interpreter to prevent misunderstandings on his or her part. Instruct the interpreter to refer all questions to you rather than trying to give answers. If any of your employees have difficulty in reading and comprehending English, all of your written communication should be translated into host country's language. If you cannot translate them and do not have a staff member who can, ask another section to help.

3 FAH-2 H-126.8 Body Language

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

In the art of communication and verbal skills, body language plays an important role. It can indicate interest and a sympathetic attitude or boredom and rejection. To help elicit positive responses, appear relaxed, alert, and open. Incline your body toward the speaker and maintain a relaxed posture. Face the person squarely; position yourself at eye level with the speaker. Remain at an appropriate distance from the speaker. Avoid distracting gestures and movements. Don't let the environment distract the speaker. Close your door and move from behind your desk.

3 FAH-2 H-126.9 Staff Meetings

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

a. Depending on the number of employees you supervise, you may want to hold regular staff meetings to keep employees informed on items of general interest, to further their team spirit, and to permit your staff to participate in decision-making. Remember that meetings are costly because they take not only the supervisor but all employees away from productive work. Consequently, don't call a meeting if the matter can be resolved some other way. Invite only those who need to come. Prepare and distribute the agenda in advance. Start at the announced time and keep to the agenda. Stop when the purpose of the meeting has been accomplished. Finally, cancel the meeting if the need for it disappears.

b. As the chairperson, you have certain responsibilities. Keep the discussion focused on one agenda item at a time. Cut off discussion when it becomes redundant. Ensure that everyone can participate in the discussion; don't allow anyone to monopolize the conversation. Keep the atmosphere relaxed and informal.

c. If time permits, assign someone to research and discuss at a follow-up meeting any points that are in dispute or for which a decision cannot be reached.

d. Make sure that agenda items are everyone's business. Listen better than anyone else. State all conclusions clearly to be sure everyone there understands. Adjourn on time.

3 FAH-2 H-126.10 Summary

(TL:FSNH-2; 2-10-92)

(Uniform State/AID/USIA/Commerce/Agriculture)

Good communication skills are essential to effective supervision. You cannot direct, instruct, or motivate employees; coordinate with peers; or have a participatory relationship with your supervisors without first developing these skills. Supervisors should understand cultural differences and defer to local protocol where possible. Remember: Communication is the key to getting along with others.

3 FAH-2 H-127 THROUGH H-129 UNASSIGNED